

Harlan CSD

Harlan EA

7/1/2006 6/30/2007

# MASTER CONTRACT

Harlan Community Schools

And

Harlan Education Association

For School Year **2006-2007**

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1                                   **MASTER CONTRACT**  
2                                   **HARLAN COMMUNITY SCHOOLS**  
3                                   **And**  
4                                   **HARLAN EDUCATION ASSOCIATION**  
5  
6                                   **FOR**  
7                                   **SCHOOL YEAR 2006-2007**

8  
9                                   **Preamble**

10  
11   The Board of Directors of the Harlan Community School District hereinafter referred to as the  
12   "Board", and the Harlan Education Association, hereinafter referred to as the "Association",  
13   recognize that the mutual responsibility of the parties is to provide a quality education for children  
14   and youth of the School District.  
15

16   Whereas, the Board of Education of the Harlan Community School District and the Harlan  
17   Education Association agree to negotiation in good faith. The parties have reached certain  
18   understandings which are confirmed in this Agreement. It is agreed as follows:  
19

20                                   **Article I: RECOGNITION**

- 21  
22   A. The Board of Education of the Harlan Community School District hereby recognizes the  
23   Harlan Education Association, the ISEA and it's authorized agents as the certified exclusive  
24   and sole bargaining representative for all personnel as set forth in the PERB certification  
25   instrument (No. 324) issued by the PERB on the 17<sup>th</sup> day of September, 1975, whether under  
26   contract, or to be employed by the Board of Education of the Harlan Community School  
27   District. Such representation shall cover all personnel assigned to newly created professional  
28   positions unless the new positions are deemed by the Board of Education to be  
29   administrative or supervisory in scope.  
30  
31   B. The Harlan Educational Association recognizes the Board of Education of the Harlan  
32   Community School District as the duly elected representatives of the people and agrees to  
33   negotiate only with the Board of Education through the negotiating agent or agents officially  
34   designated by the Board to act in its behalf.  
35

36                                   **Article II: GRIEVANCE PROCEDURE**

37  
38   **DEFINITION OF A GRIEVANCE**  
39

40   A grievance is the infliction of wrong or hardship on a person. In the school setting, the essential  
41   ingredients are a policy procedure or contractual provision, and one or more employees who  
42   claim that there has been a violation, misinterpretation of the policy, procedure, or contractual  
43   provision. In a grievance action the aggrieved (one who has been wronged) claims that he/she  
44   was denied something to which he/she was entitled under established school board policies.  
45

46   "Grievances should be distinguished from complaints", according to a 1966 statement by the  
47   National Educational Association. Any act of an administrator which arouses the ire or objection  
48   of a teacher may be the ground for a complaint. The teacher may disagree with the principal's  
49   evaluation of his/her teaching or may resent the way the principal talked to him/her.

1  
2 A complaint, however, is not a grievance unless there is a claim that an administrator has denied  
3 the complainant something to which he/she had a right under the rules of the teacher handbook,  
4 policies of the Board of Education, or contractual provisions. In other words, in a grievance  
5 action, the aggrieved claims that the guarantee of some right, or benefit provided in a policy,  
6 procedure, or contractual provision has not been honored.

#### 7 8 GOAL

9  
10 The goal of this procedure is to secure, at the earliest possible level, equitable solutions to the  
11 problems which may arise affecting certified personnel.

#### 12 13 WHO MAY INITIATE A GRIEVANCE

14  
15 A group of educators having the same grievance.  
16 An aggrieved person under contract with the school system.  
17 An aggrieved person accompanied by another person.

#### 18 19 STRUCTURE OF FORMAL APPEAL

20  
21 In the event that the matter is not resolved informally, there are three additional steps of formal  
22 appeal:

23  
24 1. Immediate supervisor or his/her appointee.

25  
26 If the grievance occurs within a building, the aggrieved shall file the grievance with the building  
27 administrator or his/her appointee. If the grievance arises from an action of an authority higher  
28 than the principal or a school or department head, the aggrieved may present such grievance to  
29 the appropriate person.

30  
31 2. The Superintendent or his/her appointee.

32  
33 3. Arbitration.

#### 34 35 STEP I

36  
37 Prior to the filing of a written statement, the aggrieved person must ask for and receive time for an  
38 informal discussion. This meeting should be an attempt to resolve the grievance in a businesslike  
39 manner. (This conference must be held in the office of the Administrator.)

40  
41 If a grievance is resolved in this step, it is recommended that no record be forwarded to the  
42 Superintendent's Office.

#### 43 44 STEP II

45  
46 In the event that the matter is not resolved informally, a grievance should be filed, in writing, as  
47 soon as possible, but not to exceed ten (10) contract days, excluding Saturday, Sunday and  
48 school holidays, following the act or condition which is the basis for the grievance. The problem  
49 must be submitted as a grievance to the building principal if a teacher is involved.

50  
51 The administration shall state his/her decision in writing, together with his/her supporting reasons,  
52 and shall furnish a copy to the aggrieved within ten (10) days after receiving the grievance in  
53 writing.  
54

### STEP III

After receiving the decision of his/her administrator, the aggrieved may appeal the decision to the Superintendent or his/her appointee within three (3) contract days.

After the delivery of the appeal, the Superintendent or his/her appointee shall investigate the grievance and shall give all persons who participated in Step II a reasonable opportunity to be heard. Upon request of either the Administrator or the aggrieved, all persons will meet at the same time.

The Superintendent or his/her appointee must give his/her decision, in writing, together with his/her supporting reasons, to the aggrieved and to his/her administrator. This decision must be given within ten (10) contract days after he/she personally receives the grievance, excluding Saturday, Sunday, and school holidays, unless the aggrieved or the Superintendent calls for a hearing in which case there will be an extension of five contract days.

### STEP IV

(a) If the aggrieved person is not satisfied with the disposition of the grievance by the Superintendent, or if no disposition has been made within the time limits, the aggrieved person and the Association shall meet within five (5) school days of disposition of the grievance or to discuss the merits of submitting the grievance to arbitration.

(b) If the aggrieved person determines that the grievance is meritorious, the aggrieved may submit the grievance to arbitration within five (5) school days.

(c) Within ten (10) school days after written notice to the Superintendent of submission to arbitration, the Superintendent and the aggrieved shall attempt to agree upon a mutually acceptable arbitrator and shall obtain a commitment from said arbitrator to serve. If the parties are unable to agree upon an arbitrator or to obtain such a commitment within the specified period, a written request for a list of arbitrators shall be made to the Public Employment Relations Board (PER Board) by either party. The list shall consist of three arbitrators and the parties shall determine by lot which party shall have the right to remove the first name from the list. The party having the right to remove the first name shall do so within two (2) school days, and the other party shall have one (1) additional school day to remove one of the two remaining names. The person whose name remains shall be the arbitrator.

(d) The arbitrator so selected shall confer with the representatives of the school district and the aggrieved and hold hearings promptly and shall issue his/her decision not later than fifteen (15) school days from the date of the close of the hearings, or, if oral hearings have been waived, then from the date the final statements and conclusions on the issues were submitted. The arbitration hearing shall be scheduled not later than sixty (60) days following the date on which the request for arbitration was submitted to the superintendent. The arbitrator shall be without power or violation of the terms of this Agreement. The decision of the arbitrator shall be submitted to the Superintendent and the aggrieved and shall be final and binding on the parties.

(e) The costs of the services of the arbitrator, including per diem expenses, if any, and actual and necessary travel, subsistence expenses, and the cost of the hearing room shall be borne equally by the parties.

### RIGHTS OF EMPLOYEES TO REPRESENTATION

1. No aggrieved at any stage of the grievance procedure will be required to meet with any administrator without representation from the Association or its appointed designee if desired.



2. No reprisal of any kind shall be taken by the Board, by any member of the Administration, or by the Association or its affiliate organization against any party in interest or any other participant in the grievance procedure by reason of such participation.
3. Released Time. When it is necessary for a teacher and Association representative (who have filed a grievance) to attend a meeting called by an administrator or an arbitrator, said teachers shall be released without loss of compensation for the meeting time.

#### MISCELLANEOUS

1. Separate Grievance File. All documents, communications and records dealing with the processing of a grievance shall be filed in a separate grievance file and shall not be kept in the personnel file of any of the participants.
2. Meetings and Hearings. All meetings and hearings under this procedure shall be conducted in private and shall include only witnesses, the parties in interest, and their designated or selected representatives, heretofore, referred to in this article. A tape recorder may be used if both parties agree.
3. Failure at any step of this procedure to communicate the decision on a grievance within the specified time limits shall permit lodging an appeal at the next step of this procedure within the time allotted had the decision been given. Failure to appeal a decision within the specified time limits shall be an acceptance of the decision.

### Article III: ASSOCIATION RIGHTS

#### A. Use of Facilities

The Association and its members shall have the right to make use of school buildings and facilities at reasonable hours for meetings and any equipment, including typewriters, mimeographing machines, other duplicating equipment, calculating machines, and all types of audio visual equipment when such equipment is not otherwise in use. The Association shall pay for the cost of all materials and supplies incidental to such use. The Association must get the approval of the building principal prior to the use of building and space desired.

#### B. Communications

The Association shall have the right to post notices of activities and matters of Association concern on existing bulletin boards, in each school building in areas designated for employee use, such as teachers' lounges and workrooms, but not in areas open to the public or students. The Association may use the employee's mailboxes for communications with employees.

#### C. Access to Members

Duly authorized representatives of the Association and the State affiliate organization shall be permitted to transact official Association business on school property at the end of the last class period, providing said meeting does not interfere with any previously scheduled activities.

#### D. Information

The Board agrees to furnish, on Association request, all financial information required by PERB rules and regulations.

1 E. Released Time

2  
3 Whenever any representative of the Association or any employee participates during normal  
4 school hours in negotiations, grievance proceedings, conferences or meetings called by the  
5 Superintendent of Schools, a mediator or arbitrator, he/she shall suffer no loss in pay or other  
6 benefits.

7  
8 F. Board Policies

9  
10 The Board agrees to mail copies of School Board Agenda when Board materials are mailed. The  
11 Board will not make a policy change on a matter clearly defined in the law as a negotiable item  
12 until it is discussed with the Association and agreed upon by both parties.

13  
14 Article IV: MANAGEMENT RIGHTS

15  
16 It is expressly understood and agreed that all functions, rights, powers or authority of the  
17 Administration of the School District and the Board of Directors which are not specifically limited  
18 by the express language of this Agreement are retained by the Board, provided, however, that no  
19 such right shall be exercised so as to violate any of the specific provisions of this Agreement.

20  
21 Article V: DUES DEDUCTIONS

22  
23 A. Any employee covered by this master contract may, upon written notice to the  
24 Association, authorize a payroll deduction for regular current annual dues for  
25 membership in the Harlan Education Association.

26  
27 B. Payroll deductions shall be arranged whereby dues will be deducted from each  
28 authorized employees' check in equal installments.

29  
30 C. The Association shall provide an authorized list of members' names for whom  
31 membership dues are to be deducted and the amount to be withheld for each member.  
32 The authorized list shall be submitted by September 1 of each year.

33  
34 D. The Association does hereby agree to indemnify the Board, each individual Board  
35 Member, and all Administrators against any and all claims, costs, suits, or other forms of  
36 liability including court costs arising out of the application of the provisions of this Master  
37 Contract Agreement relating to dues deductions.

38  
39 E. Excluded from this provision of the Master Contract shall be initiation fees, special  
40 assessments, back dues, fines or similar items.

41  
42 F. It shall be the responsibility of the Association to inform members of the voluntary dues  
43 deduction system and procedure.

44  
45 Article VI: SALARIES

46  
47 SCHEDULE (see Schedule)

48  
49 A. To qualify for advancement from one horizontal salary classification to another on the  
50 basis of training, a certified transcript of credits earned shall be presented to the  
51 Administrative offices by September 1 of the school year in which said advance is to  
52 become effective. At that time a new contract will be written.

53  
54 All hours for advancement beyond the B + 12 column must be part of an approved program  
55 leading to an advanced degree in education. Any exceptions must be approved in advance by  
56 the Superintendent.

Advancement from the B + 12 and Masters lanes would be allowed only if employee (1) has the hours necessary to advance to that lane AND (2) employee has achieved an endorsement, master degree, or are in a program approved by the building principal and superintendent which will lead to an added endorsement on licensure. The B + 36 lane is closed.

All certified staff who have been at the bottom of the salary schedule for two years will receive a stipend of 3% of the base salary. In addition to the 3% stipend, following an employee's completion of 18 years of service to the HCSD, the employee will receive a stipend of 1% per year for each additional year of service up to a maximum of 14% (including the 3% stipend). This 1% stipend shall begin with the 2006-2007 school year, and regardless of the number of an employee's years of service, no employee shall receive more than a 1% stipend during the 2006-2007 school year.

- B. Official transcript, grade card, or letter from the college registrar carrying the name of the course, the number of semester hours of credit, the date of completion of the course, and bearing the signature of the registrar will be accepted as evidence.
- C. Salary adjustments to salary schedule (see Schedule) shall be effective with the September 2006, pay period. The only exception being employees that are employed for 12 continuous months (vocational agriculture instructors). Their salary adjustments shall be effective with the July 2006, pay period.
- D. An employee who fails to sign and return his/her continuing contract by at least the twenty-first day following the delivery date or the date that proof that delivery was attempted will not receive any negotiated salary increase for the contract year.
- E. An employee who fails to submit proof of certification to the Superintendent by at least the day prior to the first payday of the school year or by the date the individual's prior certification has expired will not receive any compensation until the required certification is received by the District. This provision on withholding compensation does not affect in any way the right of the District to commence contract termination proceedings under Iowa Code Chapter 279.

#### SUPPLEMENTAL

- A. Certified personnel who have earned less than a Master's Degree will be required to take six semester hours of college work during each five year interval commencing with their first year of employment in the Harlan School System. Teachers failing to comply with the above requirements will remain on a fixed salary.
- B. Any faculty member not showing satisfactory progress may be held on the same salary for the next year.
- C. Employees shall serve a probationary period as specified in Iowa Code Section 279.19.
- D. All contracted teachers have the option to apply to perform extra duties, such as, but not limited to: supervising pep buses, supervising crowd control. Compensation shall be \$525.00 per school year or \$35.00 per event. A maximum of 35 teachers shall be selected to perform these duties. Those interested shall apply at the Superintendent's Office by April 1. The Board of Education will determine the 35 persons to be employed to perform these extra duties.

#### CREDIT FOR EXPERIENCE

Teachers new to the district shall be placed on the salary schedule according to their years of experience and education. New teachers starting their first teaching position after graduation may be started on Step 1. The District may place new hires on the salary schedule up to three steps above their current level of experience. The school district shall pay the tuition for advanced courses for teachers who are located in the maximum column. All courses for which the school pays tuition shall be approved by the Superintendent prior to enrollment in the class.

## Article VII: SUPPLEMENTAL PAY

1. Approved Activities. The Board and the Association agree that the extracurricular activities listed in the Schedule for Professional Services are official school-sponsored activities covered by school insurance.
2. Rates of Pay. Employee participation in extracurricular activities which extend beyond the regularly scheduled in-school day shall be compensated according to the rate of pay or other stipulations in the Schedule for Professional Services.
3. Contract Terms. This contract is for 190 days. The school year the 190 day contract will be: 180 Student Days; four (4) Teacher Work Days; three (3) Staff Development Days and three (3) Teacher Choice Days. (Teacher Choice days are defined as any day other than a Student Day, Work Day, or Staff Development Day that the teacher wishes to count as a contract day.)
4. Extended Contracts. The schedule is based upon a one hundred ninety (190) day contract. Any employee who contracts for professional work not listed on the professional services schedule will be paid 1/190 of the regular base salary for each additional day of work. Teachers on a twelve-month contract are entitled to two weeks of paid vacation, and shall be granted a third week of paid vacation time after ten (10) years experience in the Harlan Community Schools.
5. Extra Assignments. Any teacher who is assigned an extra pupil teacher contact during their planning period shall be paid at the rate of \$13.00 per hour. At any time a substitute is not hired for an absent teacher, the students may be assigned to a study hall, provided that the combined number of students does not exceed sixty (60), or the principal may assign a regular teacher to supervise the classroom.
6. Travel Between Buildings: Teachers whose academic duties require them to travel from school building to school building between classes during the school day shall be paid at a rate established by the school system for each current year. Said amount shall be figured prior to the first paycheck period and included in the total contract figure for the year. Release time of 15 minutes shall be provided for travel between buildings, in addition to the duty-free lunch period or other normal non-student contact time.
7. Use of Non-Option Workers: It is understood by both management and the Education Association that non-option teachers shall be exempt from the assignment of duties of selling and taking tickets at athletic events, plays, concerts, and supervising pep buses, provided there are enough option people to take these duties. In the event there are not enough option people to cover the necessary duties, non-option teachers shall be assigned no more than one (1) duty per school year, and shall be compensated at \$35.00 per event.

## Article VIII: INSURANCE

DENTAL AND MEDICAL INSURANCE

- A. Dental and Medical Insurance will be provided for full time employees. The standard medical insurance plan shall be a \$1000 deductible. Employees choosing to do so will have the option of purchasing the \$200 or \$500 deductible plan by paying the difference between those plans and the \$1,000 deductible plan.
- B. Medical Insurance for part time teachers: Providing all part time teachers wish to purchase the LTD Life and Health and Accident Insurance package provided to full time employees, this option shall be made available.

- C. An additional family insurance contribution of \$175 per month will be made by the district or employees may elect to receive a cash payment of \$175 per month, inclusive of payroll taxes, if any, which the district is required to pay.

#### LIFE INSURANCE

Term Life Insurance will be provided for full time employees (\$40,000.00 Double Indemnity.)

#### DISABILITY INSURANCE

Long Term Disability Insurance coverage shall be 60% of covered monthly compensation, but in no event shall the total scheduled income exceed \$3,333.00 per month.

### Article IX: SICK LEAVE

#### ACCUMULATIVE BENEFITS

Sick leave is accumulative up to 120 days at the rate of 12 days the first year, 13 days the second year, 14 days the third year, 15 days the fourth year, 16 days the fifth year, and 17 days for succeeding years.

### Article X: SICK LEAVE BANK

#### SICK LEAVE BANK

##### A. CREATION

- Enrollment – prior to September 15<sup>th</sup>, or within 20 days of hire date, whichever is first.
- Enrollment – joint responsibility between the Board and the HEA
- Management – committee of five (2 HEA members, 2 Board of Education members, Board Secretary) will oversee the Bank.

##### B. ELIGIBILITY

- Any employee not eligible for long term disability who is a member of the bank and who has depleted their sick leave.

##### C. CONTRIBUTIONS

- Each participating member will contribute one sick leave day
- When bank is depleted members may contribute one (1) day as needed
- Number of bank days will never exceed the number of participants
- Donated days will not be returned to the donors

D. USE

- Bank may be used in case of life-threatening, terminal illness, or serious injury requiring hospitalization or long term care of employee, spouse or child (after depleting of sick leave)
- Use of bank for parental care is limited to 15 days total
- Serious, long term illness does not include maternity
- Application must be made to the committee for use of bank days
- Sick leave days plus bank days will never exceed 180 days
- Any one individual is not eligible for more than 150 sick leave bank days during any consecutive two year period.

Article XI: TEMPORARY LEAVES OF ABSENCE WITH FULL PAY

ASSOCIATION LEAVE

Up to six (6) days shall be available for representatives of the Association to attend conferences, conventions, or other activities of the local and state affiliated organizations. The cost of teacher substitutes will be school board expense.

Article XII

EXTENDED LEAVE OF ABSENCE FOR EDUCATIONAL IMPROVEMENT

A leave of absence, without pay, of up to one (1) year may be granted with Board approval to tenured employees for the purpose of engaging in study or work related to academic responsibilities. While on extended leave the employee's interest in the retirement funds and placement of the salary schedule shall be frozen. While no additional benefits will be provided by the employer during the leave period, the employee may purchase such benefits. At the conclusion of the extended leave of absence, the employee shall be placed at the same vertical position on the salary schedule for which he/she was eligible at the time the leave commenced. NOTE: Application for such leave must be applied for prior to July 1, and is subject to the approval of the Board of Education.

Article XIII

EMERGENCY BUSINESS LEAVE

Leave for business which cannot be conducted outside school hours (evenings, weekends or vacation) may be granted to teachers by the approval of the Superintendent of Schools. For each day absent, one day may be deducted from accumulated sick leave, or the per diem cost for substitutes may be deducted.

Article XIV

JURY DUTY

An employee who is called for Jury Duty shall be allowed to serve in that capacity without loss of pay. Any money paid to the employee above their expenses shall be returned to the school.

Article XV

PROFESSIONAL LEAVE

Such leave to attend professional meetings or visit another school may be granted by the Superintendent of Schools. Such leave shall be with pay, but must be cleared well in advance.

## Article XVI

EMERGENCY LEAVE

When an employee misses a half-day or more for emergency leave, an employee may use sick leave for time off due to death or serious illness of a family member or close friend of an employee. In the event an employee has exhausted his or her sick leave, emergency leave may be granted by the Superintendent for time off due to death or serious illness of a family member or close friend of the employee. Emergency leave taken out of sick leave shall not disqualify the employee's accumulation of his or her personal days.

## Article XVII

CARE OF FAMILY MEMBER FOR ILLNESS

A parent (not both) staying home with a sick child may be allowed the option of having the cost of the substitute deducted from the per diem wage or elect to have three days of sick leave deducted. Note: Physicians care still exists as a requirement after the three times-per-year election.

## Article XVIII

PERSONAL LEAVE

Each employee shall be eligible for one (1) personal leave day per year, accumulative up to a maximum of four (4) days. Personal leave shall not be used to extend scheduled vacation periods. Personal leave days taken during the first seven (7) school days or the last fifteen (15) school days of the school year shall be requested a minimum of twenty (20) days in advance. Requests for all other personal leave shall be made to the building administrator at least forty-eight (48) hours in advance. No more than ten percent (10%) of the teachers of each building may take personal leave on any given day, requests up to the 10% limit will be granted based on the chronological order of their receipt.

Any teacher who used no sick leave or dock day during any school year shall be eligible for one additional day of paid personal leave the following year. This additional day of personal leave shall be subject to the same conditions as aforementioned for personal leave. (The sick leave bank donation shall not count as using a sick day).

## Article XIX

REDUCTION OR REALIGNMENT OF STAFF1. NOTIFICATION

- A. When, in the judgment of the board, reduction of staff becomes necessary, the Board, or its representative, shall notify the Association President in writing that staff reduction is being considered.
- B. If a position is to be eliminated, the Board shall give notification to all persons in a department, i.e., K-5 or curriculum area to be affected, of the action being considered no later than April 30.

## 2. REDUCTION PROCEDURE

Reduction through layoff procedures shall be accomplished through the following in the numerical order listed:

1. Attrition
2. Employees with emergency or temporary certification.
3. Employees with less than two (2) years of continuous employment in the Harlan Community School District. Within K-5 and 6-12 grade levels.
4. Non-degree teachers.
5. The seniority principle shall apply system-wide. Seniority shall be defined as the total number of years teaching experience in the Harlan Community School District and shall be accumulated on a District-wide basis regardless of an employee's assignment.
  - a. In grades K-5, the basic seniority principle shall apply.
  - b. In grades 6-12, the basic seniority principle shall apply within a curriculum area. The curriculum areas include: science, English, history-social studies, home economics, vocational agriculture, languages, mathematics, business education, instrumental music, vocal music, art, physical education, special education, industrial arts, guidance, library science and media, safety and drivers education and school nurse.
  - c. Teachers who have extracurricular assignments shall not be exempt from consideration when making staff reduction cuts.
  - d. Teachers who are employed to work in Chapter 1 or Special Education areas shall be considered separate from other classroom teachers. When or if it becomes necessary to reduce staff in the aforementioned areas, it shall be done in the same manner used for all other teachers.
  - e. A teacher who is working in one curriculum area does not have the power to move over to another curriculum area and "bump" a teacher with less seniority.
6. If a tie exists, the employee with the lowest degree will be reduced.
7. If a tie still exists, final judgment will be made by the Superintendent.
8. Both parties agree that maintaining quality programs throughout the school system is important. While experience is considered to be one of the important factors contributing to quality programs, the Board has the right to make exception to the aforementioned procedures in order to maintain quality or meet state and NCA standards. As an example, if a teacher is working in two (2) or more areas and there is no other teacher qualified or willing to assume these duties it would be necessary to make an exception to the aforementioned procedures. When the Board is considering such an exception the Board shall notify an advisory committee (three (3) Association Members) and provide the committee an opportunity to express their opinion on the proposal. While the final decision is clearly a Board responsibility, both parties understand such exceptions should be made sparingly.



### 3. RECALL RIGHTS

- A. Any tenure teacher laid off under this policy shall have recall rights to a position for which the employee is certified for a period of two (2) years from the effective date of the employee's layoff in reverse order of their dismissal.
- B. Within seven (7) days following the official notice of layoff, the teacher may give written notice of their intent to be re-employed by the Harlan School System. Such notice shall include the kind of position the teacher is qualified for and interested in and shall give the address at which the teacher may be contacted. The Board shall forward notice of such vacancy to the last known address listed in the school file. It shall be the responsibility of the teacher to forward any change of address.
- C. After the notice is mailed an employee wishing to be assigned to a vacant position for which the employee is qualified must notify the Board in writing within seven (7) days.
- D. Any teacher re-employed by exercising recall rights shall be entitled to all benefits, including unused sick leave, and will be placed on the salary schedule step to which he/she was entitled at the time of layoff.

### 4. REALIGNMENT

- A. When a teaching vacancy occurs at the K-5 or 6-12 level, the administration shall see that a notice is posted on the bulletin board in the teacher's lounge of each building. When a tenure teacher under contract wishes to be reassigned to the vacancy, said employee shall have first priority to the assignment.
- B. When staff realignment is necessary, a teacher shall not be assigned to a curriculum area they are not currently teaching in without the consent of the teacher involved. When realignment is necessary at the K-5 level or 6-12 level, the teacher or teachers with the least seniority shall be reassigned. Areas such as music, art and physical education may be realigned within the K-12 grade levels.

## Article XX: EARLY RETIREMENT

### SECTION I: EMPLOYEE ELIGIBILITY

The Harlan Community School District offers an early retirement plan for full-time certificated teachers and administrators. Eligibility conditions:

- A. The certificated employee reaches age 55 or will reach age 55 on or before June 30 of the year in which the certificated employee wishes to voluntarily retire; and
- B. The certificated employee must have completed at least ten (10) years of full-time service to the Harlan Community Schools; and
- C. The certificated employee must submit a formal request for early retirement to the Superintendent by February 1 of the year of proposed early retirement.

## SECTION II: BENEFIT COMPUTATION

An eligible employee meeting the requirements of Section 1 above shall receive as early retirement benefit the following one-time amount: (SECTION II: BENEFIT COMPUTATION will remain in effect until the completion of the 2007-2008 school year and then shall be removed from the 2008-2009 master contract.)

- A. If the certificated employee elects to take early retirement before qualifying for full IPERS benefits, the employee shall receive the difference between the salary for the position he or she is qualified for on the current teachers' salary schedule, minus the base salary of the current year's teacher salary schedule, minus \$500.00.
- B. If the certificated employee elects to take early retirement after qualifying for full IPERS benefits, the employee shall receive 80% of the difference between the salary for the position he or she is qualified for on the current teachers' salary schedule, minus the base salary of the current year's teacher salary schedule, minus \$500.00; except if the employee elects to take early retirement during the first year of eligibility for full IPERS benefits, he or she shall receive 100% of the difference between the salary for the position he or she is qualified for on the current teachers' salary schedule, minus the base salary of the current year's teacher salary schedule, minus \$500.00.
- C. The employee shall be responsible for any contribution due under FICA, IPERS, and any income tax laws of Iowa or the United States in connection with any payment provided for under this policy. Notwithstanding the foregoing, the District may withhold for income tax, FICA, or IPERS payments if it determines the payment of such taxes is required by law.

## SECTION III: INSURANCE BENEFITS FOR RETIREES

A recipient of benefits pursuant to this policy may elect to continue coverage under the District's group health insurance plan at the District's group rate by paying the monthly premium in full to the District office prior to the date the District's premium payment is made to the insurance carrier. In accordance with Iowa Code Section 509A, the retired employee is eligible to continue participation in the District's group insurance plan as long as he or she pays the premium in full when it is due, and until the retired employee attains the age of 65.

The District will pay \$83.33 per month, up to \$1,000 per year toward the cost of the health insurance premium. The District will increase the monthly reimbursement for retiree insurance to \$167.66 per month, up to \$2,000 per year, if the retiree secures his/her health insurance coverage through a carrier other than the group policy provided at Harlan Community Schools. This stipend must be in the form of a reimbursement only and is limited to the cost of the insurance to the employee. This reimbursement will be paid on a quarterly basis upon submission of receipts from the retiree. Employee is offered this benefit until he/she is eligible for Medicare.

Article XXI

EVALUATION REQUIREMENTS

- A. New faculty members should be informed at pre-school orientation of evaluation procedures and criteria upon which they will be evaluated.
- B. The classroom teaching performance of first- and second-year teachers in the Harlan Community Schools shall be formally observed a minimum of twice each school year and formally evaluated a minimum of once each year. Beyond their second year of service, all teachers will be formally evaluated as deemed necessary by the administration, with a minimum of one formal evaluation in each three-year period. Any other evaluations done in the four-year period shall be either formal or informal at the discretion of the employee. The formal evaluation follows all criteria listed in the evaluation form and will be numerically rated. The informal evaluation follows just those criteria listed under Instructional Skills of the evaluation form and will not be rated.
- C. All evaluations should be written and orally reviewed upon completion. Each evaluation should be signed by the principal and teacher, but the teacher's signature should not necessarily mean agreement with the evaluation, but an awareness of the material. All observations shall be written and orally reviewed within two (2) weeks of date of observation. Observation shall not take place the last week of either semester.
- D. If an evaluator finds a teacher lacking, the reasons shall be set forth in specific terms.
- E. All evaluations and observations as described in Section B shall be conducted openly and professionally with the full knowledge of the classroom teacher.
- F. Any complaint made against a teacher or person for whom the teacher is administratively responsible, by any parent, student, or other person, shall promptly be called to the attention of the teacher if said complaint is to be placed in the teacher's personnel file.
- G. A teacher shall have the right to review the contents of his/her personnel file originating after date of employment, providing an appointment is made with the Superintendent's Office. Closed personal credentials will remain confidential.
- H. A copy will be given to any teacher who presents a request, in writing, for a duplicate copy.
- I. All criteria listed on the teacher evaluation form shall be applied in a fair and accurate manner in the evaluating of an employee. Teacher evaluation is the responsibility of the school administration.
- J. It shall be the responsibility of the evaluators to meet with non-regular education personnel to establish a fair system and standard for those evaluations.

## TEACHER EVALUATION INSTRUMENT

The teacher evaluation instrument to be used is that developed by the evaluation committee and adopted April 25, 2005. (Under separate cover).

Article XXII

DUTY-FREE LUNCH PERIODS

The Board shall provide each teacher in the school system a minimum 25-minute duty-free lunch period.

Article XXIII

SEMESTER WORK DAY

When establishing the school calendar, administrators shall solicit the opinion of teachers to determine the desirability of a teacher work day at the end of each semester.

When it is clearly the desire of the majority of the teachers returning opinionnaires to have such a day, said work days shall be included in the yearly calendar. (Not to be used as an Inservice Day.)

Article XXIV

DURATION PERIOD

This contract shall be effective as of July 1, 2006 and shall continue until June 30, 2007.

The first pay period and benefit package will convene on September 1, 2006. The first payday under this contract shall be September 19, 2005. Pay for the months of June, July and August of any year is based on work performed under the salary schedule for the previous school year.

Article XXV

PHASE MONEY

Phase I and Phase II money will be distributed in the same manner as the 2004-2005 school year.

The board agrees to bargain any portion of the Phase III plan which is clearly identified as an area which is a mandatory subject of bargaining. This bargaining will be done at the same time and as a part of the regular bargaining process.

Article XXVI

INCLEMENT WEATHER - HOURS

In the event of a late start or early dismissal for inclement weather, the teacher's workday hours will reflect the same changes as that of the student's day.

Article XXVII

PROFESSIONAL DEVELOPMENT

Three (3) days will be added to the first year contract of each new teacher to the district. The time will be added prior to the start of the school year to allow for professional development activities.

## Article XXVIII

SIGNATURE CLAUSE

In witness whereof the parties hereto have caused this agreement to be signed by their respective Presidents, attested by their respective Presidents, attested by their respective Chief Negotiators, and their signatures placed thereon, all on the 22 day of May, 2006.

**Association****Board of Education**

By: Bryant Kase Strickland 5-22-06 By: Steve Fiedel 5-22-06  
Its President Its President

By: Pam Gude 5-22-06 By: Mark Brantley 5-22-06  
Its Chief Negotiator Its Chief Negotiator

## Nurse Salary Schedule

**2006-2007 Base = \$24,625 (1.00)**

Step	Nurse	Nurse BA
1	.75	.80
2	.785	.835
3	.82	.87
4	.855	.905
5	.89	.94
6	.925	.975
7	.96	1.01
8	.995	1.045
9	1.00	1.05
10	1.035	1.08

# SCHEDULE FOR PROFESSIONAL SERVICES

06-07

**\$24,625**

	Percentage	Amount
High School Head Coach - FB, BB, WR, VB	19.00%	\$4,679
High School Head Coach - Track, Baseball, Softball, Soccer	19.00%	\$4,679
High School Marching and Pep Bands	19.00%	\$4,679
High School Head Coach - Golf, Cross Country, Tennis*	13 OR 18%	\$3,201/\$4,433
High School and Middle School Jazz Bands	17.00%	\$4,186
Middle School Summer Band Lessons - (6 weeks)	14.00%	\$3,448
High School Assistant Athletic Director	12.50%	\$3,078
High School Assistant Coach - FB, BB, WR, VB	12.50%	\$3,078
High School Assistant Coach - Track, Softball, Baseball	12.50%	\$3,078
High School Assistant Jazz	12.50%	\$3,078
High School Cheerleading	11.00%	\$2,709
FFA Sponsor*	11.00%	\$2,709
High School Drama	11.00%	\$2,709
Middle School Athletic Director	11.00%	\$2,709
High School Vocal Music Director	9.00%	\$2,216
Middle School Coach - Football, Basketball, Wr., Tr., VB, XCC	8.50%	\$2,093
Middle School Cheerleading	8.50%	\$2,093
High School Annual	8.00%	\$1,970
Individual Speech Coach	7.00%	\$1,724
Large Group Speech Coach	7.00%	\$1,724
Destination Imagination Coordinator	7.00%	\$1,724
High School Student Council Sponsor	7.00%	\$1,724
Middle School Asst. Coach	6.00%	\$1,478
High School Flag Sponsor	6.00%	\$1,478
High School Baton Sponsor	6.00%	\$1,478
High School Asst. Marching Band	6.00%	\$1,478
Middle School Vocal Music	6.00%	\$1,478
Middle School Drama (limit 1.5% per individual) **	6.00%	\$1,478
High School Pom Pon*	5.50%	\$1,354
Key Club Sponsor	5.00%	\$1,231
Head Junior Class Sponsor	5.00%	\$1,231
BPA Coordinator	3.50%	\$862
National Honor Society Sponsor	3.50%	\$862
Middle School Yearbook (limit 1.5% per individual)**	3.00%	\$739
Middle School Student Council (limit 1.5% per individual)**	3.00%	\$739
Auditorium Tech Director	2.00%	\$493
Four-sport Stipend (one in summer)	4.00%	\$985
Four-sport Stipend	3.60%	\$887
Three-sport stipend (one in summer)	3.30%	\$813
Three-sport stipend	3.00%	\$739

\*The amount for coaching either boys or girls in Cross Country, Golf or Tennis is 13%; the amount for coaching both boys and girls in either sport is 18%

\*The FFA Advisor stipend is 11% of base if there is one advisor, and if there are more than one, the stipend is 22% divided equally between or among the advisors.

The amount for Pom Pon Sponsor is 2 @ 5.5% or 1 at 11%

\*Assistant coaches may be added at any level as numbers dictate.

\*\*added 5/25/06



2462	BA	BA+12	BA+24	BA+36*		MA+18	SPEC.	DR.
BASE	1.0000	1.0400	1.0850	1.1300	1.1300	1.1750	1.2200	1.2650
	\$24,625	\$25,610	\$26,718	\$27,826	\$27,826	\$28,934	\$30,043	\$31,151
1	1.0400	1.0800	1.1250	1.1700	1.1700	1.2150	1.2600	1.3050
	\$25,610	\$26,595	\$27,703	\$28,811	\$28,811	\$29,919	\$31,028	\$32,136
2	1.0850	1.1250	1.1700	1.2150	1.2150	1.2600	1.3050	1.3500
	\$26,718	\$27,703	\$28,811	\$29,919	\$29,919	\$31,028	\$32,136	\$33,244
3	1.1300	1.1700	1.2150	1.2600	1.2600	1.3050	1.3500	1.3950
	\$27,826	\$28,811	\$29,919	\$31,028	\$31,028	\$32,136	\$33,244	\$34,352
4	1.1750	1.2150	1.2600	1.3050	1.3050	1.3500	1.3950	1.4400
	\$28,934	\$29,919	\$31,028	\$32,136	\$32,136	\$33,244	\$34,352	\$35,460
5	1.2250	1.2650	1.3100	1.3550	1.3550	1.4000	1.4450	1.4900
	\$30,166	\$31,151	\$32,259	\$33,367	\$33,367	\$34,475	\$35,583	\$36,691
6	1.2750	1.3150	1.3600	1.4050	1.4050	1.4500	1.4950	1.5400
	\$31,397	\$32,382	\$33,490	\$34,598	\$34,598	\$35,706	\$36,814	\$37,923
7	1.3250	1.3650	1.4100	1.4550	1.4550	1.5000	1.5450	1.5900
	\$32,628	\$33,613	\$34,721	\$35,829	\$35,829	\$36,938	\$38,046	\$39,154
8	1.3750	1.4150	1.4600	1.5050	1.5050	1.5500	1.5950	1.6400
	\$33,859	\$34,844	\$35,953	\$37,061	\$37,061	\$38,169	\$39,277	\$40,385
9	1.4250	1.4650	1.5100	1.5550	1.5550	1.6000	1.6450	1.6900
	\$35,091	\$36,076	\$37,184	\$38,292	\$38,292	\$39,400	\$40,508	\$41,616
10	1.4750	1.5150	1.5600	1.6050	1.6050	1.6560	1.6950	1.7400
	\$36,322	\$37,307	\$38,415	\$39,523	\$39,523	\$40,779	\$41,739	\$42,848
11	1.5250	1.5650	1.6100	1.6550	1.6550	1.7000	1.7450	1.7900
	\$37,553	\$38,538	\$39,646	\$40,754	\$40,754	\$41,863	\$42,971	\$44,079
12	1.5750	1.6150	1.6600	1.7050	1.7050	1.7500	1.7950	1.8400
	\$38,784	\$39,769	\$40,878	\$41,986	\$41,986	\$43,094	\$44,202	\$45,310
13		1.6650	1.7100	1.7550	1.7550	1.8000	1.8450	1.8900
		\$41,001	\$42,109	\$43,217	\$43,217	\$44,325	\$45,433	\$46,541
14			1.7600	1.8050	1.8050	1.8500	1.8950	1.9400
			\$43,340	\$44,448	\$44,448	\$45,556	\$46,664	\$47,773
15			1.8100	1.8550	1.8550	1.9000	1.9450	1.9900
			\$44,571	\$45,679	\$45,679	\$46,788	\$47,896	\$49,004
16				1.9050	1.9050	1.9500	1.9950	2.0400
				\$46,911	\$46,911	\$48,019	\$49,127	\$50,235
17				lane closed		2.0000	2.0450	2.0900
						\$49,250	\$50,358	\$51,466

Harlan Community School District

# **Teacher Evaluation Instrument**

**Tier II**

## PERFORMANCE REVIEWS

(Excerpts from Chapter 284, Iowa Code)

Performance review means a summative evaluation of a teacher other than a beginning teacher that is used to determine:

- whether the teacher's practice meets school district expectations and the Iowa Teaching Standards, and
- whether the teacher's practice meets school district expectations for career advancement.

A participating school district shall review a teacher's performance at least once every three years for the purpose of:

- assisting teachers in making continuous improvement
- documenting continued competence in the Iowa Teaching Standards
- identifying teachers in need of improvement

The review shall include, at minimum:

- classroom observation of the teacher
- teacher's implementation of and progress on the teacher's Career Development Plan
- supporting documentation for the Iowa Teaching Standards

In addition the teacher may also choose to present a more formal documentation format such as a file portfolio, video portfolio, e-portfolio, etc. as evidence of teaching practices.

### Harlan Community School District Performance Review Design

We believe performance reviews must be a meaningful process which:

- Promotes continuous growth
- Validates effective practice
- Documents impact on student achievement
- Encourages a collaborative exchange of ideas
- Satisfies the legal framework

### Major Elements of a Performance Review

In accordance with Iowa statute and good practices, the committee determined that performance reviews in Harlan would have four major elements:

- Career Development Plan (Formative)
- Classroom Observation (Formative)
- Iowa Teaching Standards Review (Formative)
- Conference based on the above elements (Summative)

#### Timeline for a Performance Review

- A. Following ratification of the Master Contract, teachers will be informed as to the procedures for performance reviews. By May 1 administration will notify all teachers of their placement on the evaluation cycle.
- B. An individual conference between each teacher participating in a Performance Review and the evaluator will be held on or before October 1. Exceptions will be made if mutually agreed upon by the teacher and the evaluator.  
The purpose of the conference is to:
  - 1. establish the general timeline
  - 2. begin collaborative work between the teacher and evaluator that results in a schedule that includes dates for observations and discusses topics that might be addressed in the process
  - 3. explain expectations of the teacher
  - 4. provide an opportunity for the teacher to ask questions.
- C. The evaluator and teacher participate in a formal performance review that includes:
  - 1. The Career Development Plan
  - 2. Information from the formal observation
  - 3. The Iowa Teaching Standards Review
- D. The summative conference must be completed by March 31<sup>st</sup>.

#### Connection of the Career Development Plan with the Performance Review

- A. The most recent Career Development Plan will be considered as part of the Performance review.
- B. The Career Development Plan may be included in the teacher's comments (supporting indicators) section for Standard 7 in the Iowa Teaching Standards Review.

#### Procedures for observations

- A. There will be at least one formal observation during year three.
- B. Documents for use in the observations are:
  - a. Pre-observation Form
  - b. Observation notes
  - c. Post-observation Form
- C. Walk-throughs will be made to support teachers in artifact gathering.
  - a. The purpose of a walk-through is to validate effective practice.
  - b. Any documentation or notations during informal observations/walk-throughs will be made available to the teacher in a timely manner.

#### Guidance for the ongoing Iowa Teaching Standards Review

- A. The Iowa Teaching Standards Review serves as the summary event of the performance review. The review, along with the Career Development Plan and observation, provides the content for the conversation (conference) between the teacher and evaluator. Preparation of the review allows the teacher to provide information regarding the teacher's work in each of the eight Iowa Teaching Standards. There is no specific requirement for a portfolio or other collection of information or data; however, in certain cases, such information might be useful to the conversation.
- B. The teacher will present supporting documentation for the Iowa Teaching Standards. This documentation can be in the form of pertinent artifacts and information. The method of collection and what to collect is a decision of the teacher, unless the evaluator makes a specific request.
- C. The teacher may save items specifically for the review such as letters and communications to parents in addition to information otherwise available such as ITBS scores. Information from the evaluator's observations may be used in the review.
- D. Each Iowa Teaching Standard and criteria must be addressed. There should be a statement for each standard that connects the actual teaching of the teacher in terms of the standard. Artifacts relating to the teaching may be referenced. Teachers and administrators may use the Reflection Guide as a tool to facilitate discussion concerning a teacher's progress towards meeting the Iowa Teaching Standards. Movement to Tier III will be determined after ongoing documentation of unsatisfactory performance in one or more criteria on the Reflection Guide.
- E. The evaluator may wish to review the artifacts with the teacher as part of the conference.
- F. The administrator and the teacher will work together to review the Iowa Teaching Standards throughout the three year cycle and document the evidence to support the standard on the summative form. The final summative conference should be a brief meeting to review the evidence that has already been collected and validate that all 8 standards have been met or make a recommendation to move to Tier III. Summative evidence that is gathered throughout the three year cycle will be shared collaboratively with the teacher and the administrator as it is incorporated on the summative form.
- G. Whenever possible the administrator and teacher should work together to identify and to reference what teaching standard is being addressed.

## Reflection Guide

### Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

CRITERIA				Unsatisfactory
Provides evidence of student learning to students, families, and staff.	Teacher provides frequent evidence of student learning to students and parents with student input. Other staff is involved as needed.	Teacher provides frequent evidence of student learning to students, parents, and other staff.	Teacher provides some evidence of student learning to students, parents, and other staff.	Teacher provides little evidence of student learning to the student, parent, or other staff.
Implements strategies supporting student, building, and district goals.	Learning strategies are highly relevant to students or instructional goals. The progression of activities is coherent, producing a unified whole reflective of recent professional research.	Most of the learning strategies are suitable to students or instructional goals. Progression of activities is fairly even, and most activities reflect recent professional research.	Only some of the learning strategies are suitable to students or instructional goals. Progression of activities is uneven, and only some of the activities reflect recent professional research.	Learning strategies are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.
Uses student performance data as a guide for decision making.	Students are aware of how they are meeting the established standards and participate in planning the next steps.	Teacher uses assessment results to plan for individual and groups of students.	Teacher uses assessment results to plan for the class as a whole.	Assessment results affect planning for students in a minimal way.
Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.	Students and the teacher establish and maintain instructional strategies, activities, interactions, and the classroom environment for all students to achieve.	Instructional strategies and activities, interactions, and the classroom environment convey high expectations for all students to learn.	Instructional strategies and activities, interactions, and the classroom environment convey inconsistent expectations for all students to achieve.	Instructional strategies and activities, interactions, and the classroom environment convey only modest expectations for all students to learn.
Creates an environment of mutual respect, rapport, and fairness.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to the developmental or cultural norms. Students exhibit respect for the teacher.	Teacher interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard to the age or culture of the students. Students exhibit only minimal respect for the teacher.	Teacher instruction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.
Participates in and contributes to a school culture that focuses on improved student learning.	Both students and the teacher establish and maintain instructional strategies and activities, interactions, and the classroom environment. High expectations for student achievement.	Instructional strategies and activities, interactions, and the classroom environment convey high expectations for student achievement.	Instructional strategies and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional strategies and activities, interactions, and the classroom environment convey only modest expectations for student achievement.
Communicates with students, families, colleagues, and communities effectively and accurately.	Teacher provides frequent information to student, parents, and colleagues as appropriate about the instructional program. Students participate in preparing materials for their families.	Teacher provides frequent information to students, parents, and colleagues as appropriate, about the instructional program.	Teacher participates in the school's activities for student, parent, and colleague communication but offers little additional information.	Teacher provides little information about the instructional program to students, parents or colleagues.

**Standard 2:** Demonstrates competence in content knowledge appropriate to the teaching position.

<b>CRITERIA</b>	<b>Satisfactory</b>			<b>Unsatisfactory</b>
<b>Understands and uses underlying themes, relationships, and different perspectives related to the content area.</b>	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	The teacher makes content errors or does not correct content errors students make.
<b>Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</b>	Teacher displays knowledge of student development to make learning experiences meaningful for every student.	Teacher displays knowledge of student development to make learning experiences meaningful but are not accessible for every student.	Teacher displays some knowledge of student development to make learning experiences meaningful but are not accessible for every student.	Teacher displays little uses of knowledge of student development in making learning experiences meaningful and accessible for every student.
<b>Relates ideas and information within and across content areas.</b>	Teacher actively builds on knowledge and understanding of prerequisite relationships when describing instruction or seeking causes for student understanding.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts important for student learning of the content.	Teacher indicates some awareness of prerequisite learning although such knowledge may be incomplete or inaccurate for student learning of the content.	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.
<b>Understands and uses instructional strategies that are appropriate to the content area.</b>	Teacher displays continuing search for best practices and anticipates student misconceptions.	Instructional practices reflect current research on best strategies within the discipline but without anticipating student misconceptions.	The teacher displays basic understanding of instructional strategies but does not anticipate student misconceptions.	The teacher displays little understanding of current instructional strategies appropriate for student learning.

**Standard 3:** Demonstrates competence in planning and preparing for instruction.

<b>CRITERIA</b>				<b>Unsatisfactory</b>
uses student achievement data, local standards, and the district curriculum in planning for instruction.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process. Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of them. Students are aware of how they are meeting the standards and criteria.	All of the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than others. Assessment criteria and standards are clear and have been communicated to students. Teacher uses assessment results to plan for individual and groups of students.	Some of the instructional goals are assessed though the proposed approach, but many are not. Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students. Teacher uses assessment results to plan for the class as a whole.	Content and methods of assessment lack congruence with instructional goals. The proposed approach contains no clear criteria or standards. The assessment results affect planning for these students only minimally.
sets and communicates high expectations for social, behavioral, and academic success of all students.	Standards of conduct are clear to all students and appear to have been developed with student participation. The classroom environment, established with student input, conveys high expectations for all students to learn.	Standards of conduct are clear to all students. The classroom environment conveys high expectations for all students to learn.	Standards of conduct appear to have been established for most situations, and most students seem to understand them. The classroom environment conveys an inconsistent expectation for all students to learn.	No standards of content appear to have established, or students are confused as to what the standards are. The classroom environment conveys only modest expectations for all students to learn.
uses student's developmental needs, backgrounds, and interests in planning for instruction.	Teacher displays knowledge of typical developmental characteristics of age groups, exceptions to general patterns, and the extent to which each student follows patterns.	Teacher displays thorough understanding of the developmental characteristics of age groups as well as expectations to general patterns.	Teacher displays generally accurate knowledge of the developmental characteristics of age groups.	Teacher displays minimal knowledge of developmental characteristics of age groups.
selects strategies to engage all students in learning.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Most activities and assignments are inappropriate for students in terms of their age or backgrounds. Almost all students are cognitively engaged in them.	Some activities and assignments are appropriate for students and engage them mentally, but others to not.	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
uses available resources, including technologies, in the development and sequencing of instruction.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own learning.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or student's level of mental engagement is moderate.	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.



**Standard 4:** Uses strategies to deliver instruction that meets the multiple learning needs of students

[illegible]

## Standard 5: Uses a variety of methods to monitor student learning.

CRITERIA		
aligns classroom assessment with instruction.	<p>The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.</p> <p>All instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than others.</p> <p>Some of the instructional goals are assessed through the proposed approach, but many are not.</p>	<p style="text-align: center;"><b>Unsatisfactory</b></p> <p>Content and methods of assessment lack congruence with instructional goals.</p>
communicates assessment criteria and standards to all students and parents.	<p>Assessment criteria and standards are clear and have been clearly communicated to students and parents. There is evidence that students contribute to the development of the criteria and standards.</p> <p>Assessment criteria and standards are clear and have been clearly communicated to students and parents.</p> <p>Assessment criteria and standards have been developed but they either are not clear or have not been clearly communicated to students and parents.</p>	<p>The assessment plan contains no clear criteria or standards.</p>
understands and uses the results of multiple assessments to guide planning and instruction.	<p>Multiple assessments are used to guide the teacher's planning and instruction on a regular basis. Students have input to planning and instruction.</p> <p>Multiple assessments are used to guide the teacher's planning and instruction on a regular basis.</p> <p>Some assessments are used for teacher information. The assessments tend to be random and unrelated.</p>	<p>There are no assessments used in planning or for modifications to instruction.</p>
guides students in goal setting and assessing their own learning.	<p>Students actively engage in their own goal setting with each unit. Students assess their own progress on standards and criteria and provide input to the teacher for further progress.</p> <p>Students actively engage in their own goal setting with each unit. Students assess with their own progress on standards and criteria.</p> <p>There is some evidence of student goal setting. Students occasionally assess their own progress on standards and criteria.</p>	<p>There is no evidence of student goal setting or assessing their own progress on standards and criteria.</p>
provides substantive, timely, and constructive feedback to students and parents.	<p>Feedback is consistently of high quality and given in a timely and effective manner. Provision is made for students to use the feedback in a constructive manner.</p> <p>Feedback is consistently of high quality and given in a timely and constructive manner.</p> <p>Feedback is inconsistent in quality and often not given in a timely manner. Some elements of high quality are present; others are not.</p>	<p>Feedback is either not provided or is of uniformly poor quality.</p>
works with other staff and building and district leadership in analysis of student progress.	<p>The teacher is highly proactive in serving the needs of students and works with other staff to accomplish greater student achievement. The teacher seeks out methods and resources to help improve student achievement.</p> <p>The teacher is active in serving the needs of students and works with other staff to improve student achievement.</p> <p>The teacher attempts to serve student needs on an inconsistent basis.</p>	<p>The teacher is not alert to student needs.</p>

## Standard 6: Demonstrates competence in classroom management

CRITERIA				Unsatisfactory
Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.	There is <b>excellent</b> social interaction between the students and the teacher; students not working with the teacher are engaged in learning activities; and seldom so students need regulation or direction. Students appear to be self-motivated and know how to proceed when finished with activities.	There is <b>good</b> social interaction between the students and the teacher; students not working with the teacher are generally engaged in learning activities; and very few students need regulation or direction.	There is <b>some</b> social interaction between the students and the teacher; some students not working with the teacher are not productively engaged in learning activities; and some students need constant regulation and direction.	There is <b>little</b> social interaction between the students and the teacher; students not working with the teacher are not productively engaged in learning activities; and students need constant regulation and direction.
Establishes, communicates, models, and maintains standards of responsible student behavior.	Standards of conduct are clear to all students and appear to have been developed with student participation. Monitoring by teacher is subtle and preventive. Students monitor their own behavior; correcting one another respectfully. Teacher response to misbehavior is highly sensitive to student's needs, or student behavior is generally appropriate.	Standards of conduct are clear to all students. Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student's behavior is generally appropriate.	Standards of conduct appear to have been established for most situations, and most students seem to understand what the standards are. Teacher is generally aware of student behavior but may miss activities of some students. Teacher attempts to respond to student misbehavior but with uneven results or no serious disruptive behavior occurs.	No standards of conduct appear to have been established, or students are confused as to what the standards are. Student behavior is not monitored, and teacher is unaware of what students are doing. Teacher does not respond to misbehavior or the response is inconsistent, overly repressive, or does not respect the student's dignity.
Develops and implements classroom procedures and routines that support high expectations for student learning.	Systems for performing non-instructional duties are well-established with students assuming considerable responsibility for efficient operation. Transitions are seamless with students assuming some responsibility for efficient operation. Groups work independently with students assuming some responsibility for productivity.	Systems for performing non-instructional duties results in little loss of instructional time. Transitions occur smoothly with little loss of instructional time. Tasks for group work are organized and groups are managed so most students are engaged at all times.	Systems for performing non-instructional duties result in loss of instructional time. Transitions are sporadically efficient resulting in some loss of instructional time. Tasks for group work are partially organized, resulting in some off-task behavior when the teacher is involved with another group.	Considerable instructional time is lost in performing non-instructional duties. Much time is lost during transitions. Students not working with the teacher are not productively engaged in learning.
Uses instructional time effectively to maximize student achievement.	Instructional time is used efficiently and effectively with students assuming some responsibility for efficient operations.	Instructional time is used efficiently and effectively.	Some instructional time is wasted or not used efficiently or effectively.	Instructional time is wasted or not used efficiently or effectively.
Creates a safe and purposeful learning environment.	The classroom is safe; and students adjust the condition/arrangement of the classroom to advance their own purposes in the learning activities.	The classroom is safe; and the condition/arrangement of the classroom is a resource for the learning activities.	The classroom is safe; and the condition/arrangement of the classroom is adjusted to the lesson activities with limited effectiveness.	The classroom is unsafe, or the condition/arrangement of the classroom is not suited to the lesson activities or both.

### Standard 7: Engages in professional growth

CRITERIA				Unsatisfactory
demonstrates habits and skills of continuous inquiry and learning.	Teacher makes a thoughtful assessment of a lesson's effectiveness and the extent to which instructional goals were achieved and cites many specific examples from the lesson to support the judgment. Drawing from an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which instructional goals were achieved and can cite general references to support the judgment. Teacher makes a few specific suggestions about how to improve the lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were achieved. Teacher makes general suggestions about how a lesson may be improved.	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson may be improved another time.
works collaboratively to improve professional practice and student learning.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty. Teacher initiates important activities to contribute to the profession, such as mentoring, suggesting learning activities, or making presentations.	Support and cooperation characterize relationships with colleagues. Teacher participates actively in assisting other educators.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires. Teacher makes limited effort to share knowledge with others or to assume professional responsibilities.	Teacher's relationships with colleagues are negative or self-serving. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.
applies research, knowledge, and skills from professional development opportunities to improve practice.	Teacher seeks out opportunities for professional development and makes a systemic attempt to conduct action research in their classroom.	Teacher seeks out opportunities for professional development to enhance knowledge and pedagogical skills.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher engages in no professional development activities to enhance knowledge or skill.
establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.	Teacher has a continuous improvement plan for professional development that aligns with the Iowa teaching standards and the building/district achievement goals.	Teacher has a developed plan for professional development. It aligns with the Iowa teaching standards and the building/district student achievement goals.	Teacher has a limited plan for professional development. It lacks development. It lacks alignment with the Iowa teaching standards and the building/districts student achievement goals.	Teacher has no professional development plan.

**Standard 8: Fulfills professional responsibilities established by the school district.**

CRITERIA				Unsatisfactory
adheres to board policies, district procedures, and contractual obligations.	The teacher is active in framing Board policies, district procedures, and contractual obligations and does not need a reminder of obligations in these areas.	The teacher is familiar with Board policies, district procedures, and contractual obligations and is seldom reminded of obligations in these areas.	The teacher is vaguely familiar with Board policies, district procedures, and contractual obligations and is sometimes reminded of obligations in these areas.	The teacher is unaware of Board policies, district procedures, and contractual obligations and must be reminded of these areas on a regular basis.
demonstrates professional and ethical conduct as defined by state law and district policy.	The teacher's professional or ethical practices follow the Iowa Code and/or district policies and actively works to add improvements in these areas.	The teacher's professional or ethical practices follow the Iowa Code and/or district policies.	Teacher exhibits a few questionable professional or ethical practices as established in the Iowa Code and/or district policies and has to be reminded of their consequences.	Teacher exhibits some questionable professional or ethical practices as established in the Iowa Code and/or district policies.
contributes to efforts to achieve district and building goals.	The teacher connects what is happening in her/his classroom and the district's/building's student achievement goals by through instruction that implement the goals. Students are actively involved in the formation of activities to attain the goals.	Teacher makes the connection between what is happening in her/his classroom and the district's/building's student achievement goals by designing instruction to implement the goals.	Teacher sees some connection between what is happening in her/his classroom and the district's/building's student achievement goals.	Teacher sees little connection between what is happening in her/his classroom and the district's/building's student achievement goals.
demonstrates an understanding of and respect for all learners and staff.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to the developmental or cultural norms. Students exhibit respect for the teacher.	Teacher interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard to the age or culture of the students. Students exhibit only minimal respect for the teacher.	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.
collaborates with students, families, colleagues, and communities to enhance student learning.	Teacher provides complete and frequent information to students, parents, and colleagues to enhance student achievement and the instructional program. Students participate in preparing materials for their families.	Teacher provides frequent information to students, parents, and colleagues as appropriate, to enhance student learning and the instructional program.	Teacher participates in the school's activities for student, parent, and colleague communication but offers little additional information.	Teacher provides little information about the instructional program to enhance learning for students, parents, or colleagues.

## PRE-OBSERVATION FORM

Yellow Boxed spaces are in Microsoft word. Just insert text and box will expand to fit size of text.

Name:		Principal/Evaluator	
Pre-Conference Date:		Date and Time of Observation:	
Grade/Subject:			

1. Briefly describe the students in this class, including those with special needs.
2. What are the goals for the lesson? What do you want the student to learn?
3. How do these goals support the district's curriculum?
4. How do you plan to assess student achievement of the goals? What procedures will you use: (Attach any tests or performance tasks, with rubrics or scoring guides.)
5. How do you plan to engage students in the content? What will you do? What will the students do?
6. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?
7. What instructional materials or other resources, if any will you use? (Attach sample materials you will be using in the lesson)
8. What Iowa teaching standards/criteria will be demonstrated in this observation?
9. Teacher comments pertaining to observation setting: List any items you might want to call to the attention of the administrator.

\_\_\_\_\_  
Teacher's Signature/Date

\_\_\_\_\_  
Principal/Evaluator's Signature/Date

## POST-OBSERVATION REFLECTION FORM

Yellow Boxed spaces are in Microsoft word. Just insert text and box will expand to fit size of text.

Name:			
Grade/Subject:			
Pre-Conference Date:		Date and Time of Observation:	
Observation Date:		Time:	
Post-Conference Date:		Time:	

1. As I reflect on the lesson, to what extent were students productively engaged?
2. Did the students learn what I intended? Were my instructional goals met? How do I know?
3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?
4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?
5. Provide several samples of student work related to this lesson. The samples should reflect the full range of student ability in your class and include the feedback you provide to students on their papers.
6. List the Iowa Teaching Standards/Criteria that were related to this lesson.

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Teacher's signature/Date

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Principal/Evaluator's signature/Date



## Tier II

### Performance Review Summative Conference (Iowa Teaching Standards Review Form)

Yellow Boxed spaces are in Microsoft word. Just insert text and box will expand to fit size of text.

Teacher:		Principal/Evaluator:	
School Name:			
Grade Level:		Subjects:	

**Directions:** In the narrative under each standard, the evaluator should incorporate and address each criterion.

#### 1. DEMONSTRATES ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

Evidence to support attainment of or failure to meet standard:	Check one: (Place an X in the box to the left of the selected descriptor).	
	<input type="checkbox"/>	Meets Standard.
	<input type="checkbox"/>	Does not meet Standard.

#### 2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

Evidence to support attainment of or failure to meet standard:	Check one: (Place an X in the box to the left of the selected descriptor).	
	<input type="checkbox"/>	Meets Standard.
	<input type="checkbox"/>	Does not meet Standard.

#### 3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.



d. Selects strategies to engage all students in learning.

e. Uses available resources, including technologies, in the development and sequencing of instruction.

**Evidence to support attainment of or failure to meet standard:**

Check one: (Place an X in the box to the left of the selected descriptor).

☐ Meets Standard.

☐ Does not meet Standard.

**4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.**

The teacher:

a. Aligns classroom instruction with local standards and district curriculum.

b. Uses research-based instructional strategies that address the full range of cognitive levels.

c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.

d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.

e. Connects students' prior knowledge, life experiences, and interests in the instructional process.

f. Uses available resources, including technologies, in the delivery of instruction.

**Evidence to support attainment of or failure to meet standard:**

Check one: (Place an X in the box to the left of the selected descriptor).

☐ Meets Standard.

☐ Does not meet Standard.

**5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.**

The teacher:

a. aligns classroom assessment with instruction.

b. Communicates assessment criteria and standards to all students and parents.

c. Understands and uses the results of multiple assessments to guide planning and instruction.

d. Guides students in goal setting and assessing their own learning.

e. Provides substantive, timely, and constructive feedback to students and parents.

f. Works with other staff and building and district leadership in analysis of student progress.

**Evidence to support attainment of or failure to meet standard:**

Check one: (Place an X in the box to the left of the selected descriptor).

☐ Meets Standard.

☐ Does not meet Standard.

**6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.**

The teacher:

a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

b. Establishes, communicates, models and maintains standards of responsible student behavior.

c. Develops and implements classroom procedures and routines that support high expectations for learning.

d. Uses instructional time effectively to maximize student achievement.

e. Creates a safe and purposeful learning environment.

Evidence to support attainment of or failure to meet standard:	Check one: (Place an X in the box to the left of the selected descriptor).	
	<input type="checkbox"/>	Meets Standard.
	<input type="checkbox"/>	Does not meet Standard.

### 7. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

Evidence to support attainment of or failure to meet standard:	Check one: (Place an X in the box to the left of the selected descriptor).	
	<input type="checkbox"/>	Meets Standard.
	<input type="checkbox"/>	Does not meet Standard.

### 8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT. The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Evidence to support attainment of or failure to meet standard:	Check one: (Place an X in the box to the left of the selected descriptor).	
	<input type="checkbox"/>	Meets Standard.
	<input type="checkbox"/>	Does not meet Standard.

- ☐ The teacher meets or exceeds all eight Iowa Teaching Standards.
- ☐ The teacher is recommended for the Intensive Assistance Plan.
- ☐ The teacher fails to meet the Iowa Teaching Standards.

Teacher Signature		Principal/Evaluator Signature	
Date		Date	

Evaluation Period			
Beginning Month and Date		Beginning Year	
Ending Month and Date		Ending Year	

Harlan Community School District  
Career Development Plan Narrative

Purposes of the Career Development Plan

- To support professional development and growth of teachers;
- To focus teacher growth and instruction using student achievement data;
- To encourage experimentation of new ideas and reflection on best practice;
- To show how teacher effort aligns with district and building goals;
- To encourage learning by collaboration;
- To support growth in mastery of the Iowa Teaching Standards;
- To provide supportive structure for teacher learning.

Process Used for Career Development Plan

- The Career Development Plans are to be drafted by the first Wednesday in September.
- The Career Development Plan may be developed by an individual or group. The guiding questions should be used to help the teacher(s) design the plan and do not necessarily have to be answered. The principal/evaluator will meet with the teacher(s) to review the plan, jointly modify it as needed, and approve the plan by the first Monday in November.
- A Mid-Year Reflection and Update is due to the principal/evaluator by the second Wednesday in January. The purpose of this report is to review the progress toward the completion of the plan. The teacher(s) and principal/evaluator do not have to meet and discuss this mid-year reflection.
- End of the Year reports on the Career Development Plan will be submitted to the principal/evaluator as part of the ongoing evaluative process and will be due by the final workday of the school year.
- The teacher keeps the materials they have generated as part of the Career Development Plan such as "artifacts" and reflections.
- As part of the Career Development Plan, the teacher may choose the data collection method for the evaluation process such as "supporting documentation from other evaluators, teachers, parents, and students" that is required by law.

# Harlan Community School District Career Development Plan

**This plan is due to your principal/evaluator by the first Wednesday in September:**

*\*All teachers must meet with their principal/evaluator and review this plan on or before the first Monday in November.*

Yellow Boxed spaces are in Microsoft word. Just insert text and box will expand to fit size of text.

Teacher Name(s)			
Building			
Date Submitted			
School Year		Target Completion Date	

## Student Data Guiding Question:

What student assessment data (related to the district content and standards/school improvement plans) was analyzed in order to design this plan?

**My Student Data:** My plan is based upon an analysis of student assessment data/artifacts, student skill status, research on instruction, and my needs. This analysis indicates:

## Goal Guiding Question: What specific student knowledge/skill will be increased?

**My Goal:** In collaboration with others, I will increase my students':

## Action Plan Guiding Questions:

What subject/topics will this plan focus on? What district goals, Iowa Teaching Standards will be addressed? What professional learning processes will be used to increase your instructional skill and knowledge level?

### Action Plan:

To achieve my goal, my learning will focus on the following subjects/topics, district goals, and professional learning processes:

*Check the Iowa Teaching Standards that are addressed in this plan:*

1. Enhance Student Achievement 2. Content Knowledge 3. Planning and Preparation 4. Instructional Strategies	5. Monitoring Student Learning 6. Classroom Management 7. Professional Growth 8. Professional Responsibilities
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## Strategies, Activities, and Periodic Assessments Guiding Questions:

What instructional strategies and activities will be used to increase student achievement?

What assessments will be used to measure student growth and knowledge retention?

### My Strategies, Activities, and Periodic Assessments:

To increase student achievement, I will use the following instructional strategies, activities and periodic assessments:

## Resources Requested:

Request educational resources which you think will help you attain your goal:

Teacher Signature		Principal/Evaluator Signature	
Teacher Name		Date	

Place CSIP Goals Here.

Harlan Community School District  
 Career Development Plan  
 Mid-Year Reflection and Update

**This report is due to your principal/evaluator by the second Wednesday in January.**

Teacher Name(s)	
Building	
Date Submitted	

What progress have you made toward completion of the plan?
What are you learning?
What impact is this learning having on you and your students?
Explain any revisions needed.
Are you requesting any additional resources?

Teacher Signature		Principal/Evaluator Signature	
Date		Date	

# Harlan Community School District Career Development Plan End of Year Report

This report is due to your principal/evaluator on or before the final work day of the school year.

Teacher Name(s)	
Building	
Date Submitted	

What do the results, outcomes and/or products of this plan indicate relating to student learning concerns/goals?
Teacher comments, reflections and future considerations on what has been learned as a result of this plan:
Administrator comments and reflections:
What might be the focus of your next career development plan? How, if at all, will your next career development plan relate to your current plan?

Teacher Signature		Principal/Evaluator Signature	
Date		Date	

## TIER III

### INTENSIVE ASSISTANCE PLAN

Prior to a teacher being placed on the intensive assistance plan, it is expected that most performance concerns will be resolved through informal discussions in a professional and collaborative manner. To maintain the integrity of the process, confidentiality is expected of all participants.

The purpose of the Intensive Assistance Plan is to provide a structured process for a Tier II teacher who needs additional assistance and support to maintain an acceptable level of performance, as identified in the Iowa Teaching Standards (1-7) and Criteria. This plan demonstrates the Harlan Community School District's commitment to quality teaching by providing a supported and structured system of assistance to ensure that every career teacher is meeting the Iowa Teaching Standards. However, if a teacher needs additional support and assistance to meet the Iowa Teaching Standards, the staff member is provided with written notification of the problem(s) with all the requirements of due process met. A collaborative environment is preferred as the teacher and administrator draft and implement the components of the plan. The plan consists of two assistance levels: Awareness Phase and Assistance Phase

#### **Awareness Phase** (This Phase may begin at any time.)

1. If an evaluator determines a teacher has a performance problem related to the Iowa Teaching Standards and this situation is not resolved to the evaluator's satisfaction by informal discussions, a formal meeting will be scheduled to discuss the situation or incident. This formal meeting will be considered the beginning of the Awareness Phase. The teacher may have a representative present at this or any meeting involving career teacher assistance.
2. During this meeting, the evaluator will convey to the teacher, in writing, the specific behaviors that do not meet the Iowa Teaching Standards, including the information and evidence used as the basis for the judgment. This information will be included on the Identification of Concern-Awareness Phase (ICAP) form.
3. The remainder of the ICAP form will be completed through a collaborative process involving the evaluator and the teacher. The components include:
  - Actions to be taken/timelines
  - Expected Progress Indicators
  - Expected Outcomes
  - The evaluator and the teacher will determine if the Individual Career Development Plan continues or discontinues
  - Next meeting date
4. The teacher may also seek assistance from other staff members on a voluntary basis. A teacher/mentor whose assistance is requested during the Awareness Phase will not be required to provide testimony or information to the teacher's evaluator, principal, or supervisor.
5. The duration of the Awareness Phase shall be a collaborative decision between the supervisor and teacher. During that time, the evaluator and teacher will review the teacher's progress using the ICAP form.
6. At the conclusion of the Awareness Phase, the evaluator shall make one of the following decisions using the Final Summary-Awareness Phase (FSAP) form.
  - Concern resolved, the teacher returns to the Individual Career Development Plan
  - Concern not resolved, the teacher is placed into the Assistance Phase.
7. A teacher can be placed on the Intensive Assistance plan at any time if his/her performance drops below the standards adopted by the district.



Forms used in the Awareness Phase shall be placed in the teacher's personnel file.

### Assistance Phase Procedures

1. If in the judgment of the evaluator, the Awareness Phase does not result in a teacher's satisfactory and timely progress toward meeting the Iowa Teaching Standards, the evaluator will communicate in writing that the teacher is to be placed into the Assistance Phase. The teacher may have a representative present at any meeting involving career teacher assistance.
2. The Assistance Phase will begin with a formal meeting between the evaluator and the teacher. During this meeting the evaluator will convey to the teacher, in writing, the specific behaviors that do not meet the Iowa Teaching Standards and will review documentation supporting this conclusion. Also during this meeting, the evaluator will present to and discuss with the teacher the Intensive Assistance Plan form which identifies actions for the teacher to complete for the purpose of improving performance in areas identified as unsatisfactory.
3. The *Plan of Assistance* will require, but is not limited to, conferencing with the teacher, observations, time line and follow-up activities.
4. With the agreement of the teacher or at the request of the teacher, an Assistance Team (suggested that this team consist of 3-4 members) shall be created consisting of persons who have experience or expertise in the performance area(s) in which the teacher is in need of improvement.
5. The evaluator and teacher will mutually select the members of the team. Membership on the Assistance Team will be voluntary and strict confidentiality will be maintained by members of the Assistance Team. Observations and comments made by members of the Assistance Team are not presented in writing, are not reported to the evaluator, and do not become part of the teacher's evaluation.

The evaluator shall convene the initial meeting of the Assistance Team with the teacher. The role of the Assistance Team is to use data and information provided by the evaluator (Review information gathered during the Awareness Phase and the proposed Intensive Assistance Plan) and the teacher to assist in developing a planned approach to help the teacher meet the Iowa Teaching Standards. The assistance provided is targeted solely at helping the teacher improve her or his performance in relation to the Iowa Teaching Standards.

7. The duration of an Assistance Plan will vary, depending upon the needs of the teacher; however, when combined with the Awareness Phase, cannot exceed twelve months. The plan will be discontinued early upon a determination by the supervisor the teacher has met the goals.
8. After the Assistance Plan has been completed, or upon receipt of a written request from a teacher to discontinue the process, the evaluator will complete a *Final Summary* form and make one of the following recommendations:
  - a. The concern has been resolved, the teacher returns to the individual career development plan if the evaluator and the teacher agreed that the career development would be discontinued during the assistance phase.
  - b. Progress sufficient to place teacher on Career track and on evaluation cycle for the next school year. (This allows the evaluator to monitor the teacher to assure the progress made continues.)
  - c. Concerns not resolved, insufficient progress made; a recommendation for discharge or termination will follow.

Forms used in the Intensive Assistance Plan shall be placed in the teacher's personnel file.

## Intensive Assistance Plan

### Identification of Concern – Awareness Phase

Yellow Boxed spaces are in Microsoft word. Just insert text and box will expand to fit size of text.

Teacher:		Date:	
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<b>Date(s) of Informal Discussions:</b>	
<b>Identification of Specific Concern(s) Related to the following Iowa Teaching Standards:</b>	
<b>Information and Evidence Documenting the Specific Concern(s):</b>	
<b>Actions to be taken:</b> <i>(Additional rows may be inserted using the table feature)</i>	<b>Timeline</b>
<b>Expected Progress Indicators:</b>	
<b>Expected Outcomes:</b>	
<b>Continuation of Career Development Plan: (Circle one)    Yes    No</b>	
<b>Next Meeting Date:</b>	

Teacher Signature		Principal/Evaluator Signature	
Date		Date	

\*Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

## Intensive Assistance Plan

### Identification of Concern – Awareness Phase

Yellow Boxed spaces are in Microsoft word. Just insert text and box will expand to fit size of text.

Teacher:		Date:	
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<b>Identification of Specific Concern(s) Related to the Following Iowa Teaching Standards:</b>	
<b>Administrative Recommendation(s): (Place an X in the box next to the appropriate descriptor).</b>	
<input type="checkbox"/>	The problem is resolved and the teacher is recommended for removal from the Intensive Assistance Awareness Phase and continues to work within Tier II.
<input type="checkbox"/>	The problem is not resolved, and the teacher is recommended for removal from Tier II and placed in the Assistance Phase of Intensive Assistance.
<b>Information and Evidence Documenting Administrative Recommendation:</b>	
<b>Teacher Comments</b>	

Teacher Signature		Principal/Evaluator Signature	
Date		Date	

\*Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

## Intensive Assistance Plan Plan of Assistance – Assistance Phase

Yellow Boxed spaces are in Microsoft word. Just insert text and box will expand to fit size of text.

Teacher:		Date:	
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<b>Specific Concern(s) Related to the Following Iowa Teaching Standards:</b>
<i>Text boxes are in Microsoft word. Just insert text in yellow text boxes and the box will expand to fit size of text.</i>
<b>Plan (Methods/Strategies):</b>
<b>Proposed Timeline:</b>
<b>Indicators of Progress:</b>
<b>Resources/Support Needed:</b>
<b>Next Meeting Date:</b>

Teacher Signature		Principal/Evaluator Signature	
Date		Date	

\* Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

## Intensive Assistance Plan Final Summary – Assistance Phase

Yellow Boxed spaces are in Microsoft word. Just insert text and box will expand to fit size of text.

Teacher:		Date:	
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### Information and Evidence Documenting Evaluator's Recommendation:

#### Evaluator's Recommendation:

- ☐ The concern has been resolved, the teacher returns to the individual career development plan
- ☐ Progress sufficient to place teacher on Career track and on evaluation cycle for the next school year. (This allows evaluator to monitor the teacher to assure the progress made continues)
- ☐ Progress noted; Changes or modifications have been made to the existing Plan or a new Intensive Assistance Plan is developed
- ☐ Concerns not resolved, insufficient progress made; a recommendation for discharge or termination will follow.

Teacher Signature		Principal/Evaluator Signature	
Date		Date	

Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.